

FIELD TRIP PLANNING SHEET

DON EDWARDS SAN FRANCISCO BAY NATIONAL WILDLIFE REFUGE ENVIRONMENTAL EDUCATION CENTER

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Alviso, CA

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This sheet must be received at the refuge **two weeks** prior to your visit.

YOUR NAME(S): _____

DATE OF VISIT: _____

PHONE NUMBER: _____

TIME ARRIVING: _____

SCHOOL/ORGANIZATION: _____

TIME LEAVING: _____

ADDRESS: _____

NO. OF STUDENTS: _____

NO. OF ADULTS: _____

GRADE LEVEL: _____

MEANS OF TRANSPORTATION: _____

NAMES OF ALL TEACHERS AND LEADERS WHO ATTENDED AN ORIENTATION: _____

THEME: State the theme of your field trip:

OBJECTIVE: Please state what your group will have learned from this visit:

CLASSROOM ACTIVITIES: If you have done or will be doing any classroom activities with your students, please list them here:

STAFF ASSISTANCE: A staff member will be available to lead the opening and closing activities and the first rotation of one learning station. If you would like help with a first rotation, please indicate the learning station here: _____

LEARNING STATION ACTIVITIES AND EQUIPMENT:

- Choose learning station activities for your group.
- Check off the activities you have chosen on the following 2 pages.
- The equipment listed for each activity will be counted and ready when you arrive.
- **BEFORE LEAVING, CLEAN AND COUNT ALL EQUIPMENT.**
- The replacement of lost or broken items is the group's responsibility.

HABITAT STUDIES

☐ **SALINITY SLEUTHS (3-6)**

- 2 buckets, with ropes
- 3 graduated cylinders
- 3 hydrometers
- 1 tap water sample
(in 2 plastic bottles)
- 2 salinity models
(fresh water and salt water)
- 1 hydrometer poster
- 2 wood food pyramid
puzzles (20 pieces)
- 2 food pyramid posters

☐ **MUD CREATURE STUDY (K-6)**

- 12 glass petri dishes
- 12 hand lenses
- 12 slides
- 12 microspatulas
- 4 eyedroppers
- 1 four-layered sieve set
- 1 plastic tub
- 1 dish of mud and trowel
- 1 pitcher of slough water
- 1 bucket of slough water
- 4 containers of slough water
- 2 large microscopes
- 4 student microscopes
- 1 mud creature flannel banner
- 1 set of mud creature
ID cards
- 1 mud creature ID book
- 1 mudflat food pyramid poster

provided by educator
copies of data sheets and pencils
(1 per student)

☐ **WETLANDS WATER CAFE (K-6)**

- 12 glass petri dishes
- 12 depression slides
- 12 eyedroppers
- 12 hand lenses
- 4 tripod magnifiers
- 2 large glass dishes
- 2 large microscopes
- 4 student microscopes
- 1 sample of slough water
- 4 dipping containers
- 1 set of slough ID cards

- 1 set of food chain cards
 - 4 food web display
- provided by educator**
copies of data sheets and pencils
(1 per student)

☐ **BUTTERFLY GARDEN (3-6)**

- 1 artificial flower
- 1 brown bag
- 1 plastic egg with sock
caterpillar
- 1 plastic colored butterfly
- 1 set of flower, bird, and people
pictures
- 6 butterfly picture cards
- 6 native plant picture cards
- 6 native plant labels
- 6 tape measures
- 6 clipboards

provided by educator
copies of data sheets and pencils
(1 per student)

☐ **WHAT'S IN A HABITAT? (2-6)**

- 5 habitat clue cards
- 6 binoculars
- 1 poster on binocular use
- 2 bird identification charts
- 20 animal and plant pictures on
wooden discs
- 1 compass poster
- 2 compasses
- a habitat mural wall

☐ **HABITAT COMPARISON WALK (K-6)**

- 12 binoculars
 - 1 bird identification book
 - 1 plant identification book
 - 12 clipboards
 - 1 tidal slough poster
 - 1 aquatic life poster
 - 1 plant display
- provided by educator**
copies of data sheets and pencils (1
per student)

THE BAY BEGINS AT YOUR FRONT DOOR

☐ **DON'T LET POLLUTION LEAVE HOME (K-6)**

- 1 sink and storm drain model
- 1 set of pollution role cards,
products, and pollution (beans)
- 1 food pyramid poster
- 1 set of food pyramid puppets
(phytoplankton, 8 zooplankton, 1
clam, 1 mussel, 2 crabs, 2 clapper
rails, 1 peregrine falcon)

ENDANGERED SPECIES STUDIES

☐ **NEW CHICAGO MARSH WALK (3-6)**

- 1 "Discovery Box" with objects
from the marsh
- 1 plant identification book
- 1 salt marsh plant book
- 1 set of 6 Marsh Footsteps
- 1 plant display
- 1 container of salt
- 1 salt crystal sample
- 12 clipboards

provided by educator
copies of data sheet and pencils (1
per student)

☐ **SALT MARSH DISCOVERIES (K-2)**

- 1 "Discovery Box" with objects
from the marsh
- 1 large boundary rope
- 12 hand lenses
- 4 bug boxes
- 4 soil thermometer
- 1 scat display
- 1 salt marsh plant book
- 1 bird identification card
- 2 discovery scope
- 1 set of 4 marsh footsteps
- 1 salt marsh plant display
- 1 key to Salty' Home
picture of "Salty"

BIRDS AND MIGRATION STUDIES

☐ **SALT MARSH MINI-EXPEDITION (3-6)**

- 6 sets of 2 hand lenses,
- 1 soil thermometer, 1 rope loop
- 6 clipboards
- 1 scat display
- 1 salt marsh plant book
- 1 bird identification card
- 1 Key to Salty's Home
- 1 animal track display
- provided by educator**
- copies of data sheets and pencils
(1 per student)

☐ **BIRDS: CHOMPERS AND STOMPERS (K-6)**

- 1 beaks and feet slide show on
portable slide carousel
- 1 set of question cards
- 1 set of mounted beaks and feet
- 1 set of bird pictures
- 1 Annie the Avocet storyboard
(K-2 only)

- 12 tweezers
- 12 hand lenses
- 12 bone id placemats
- 3 posters: food web, vole
skeleton, bone identification
- 1 taxidermy owl parts:
head, wing, feet
- 1 pellet display
- 1 bone display
- provided by educator**
- owl pellets (1 per 2 students)
- plastic bags to take home
bones (1 per student)

☐ **WHERE HAVE ALL THE WETLANDS GONE? (3-6)**

- 1 long boundary rope
- 4 bags of food pieces
- 12 small fabric bags (stomachs)
with animal role cards
- 1 wetland loss poster
- 1 food chart poster
- 5 animal clue cards

☐ **WHAT'S FOR DINNER? (2-6)**

- 2 bird posters
- 4 tweezers
- 4 eyedroppers
- 4 tongs
- 4 spoons
- 12 "stomachs"
- 1 set of "stomachs," "food," and
"habitats"
- 5 habitat clue cards

☐ **WHO DID THE OWL EAT? (K-6)**

- 1 slide projector and "Who Did
the Owl Eat?" Slide Show
- 12 quartered petri dishes

☐ **SALT POND MIGRATION (K-6)**

- ☐ **2 sets** of 6 migration bases
(wintering and nesting)
- 12 small dip nets
- 12 plastic dipping
containers
- 12 hand lenses
- 1 food pyramid poster
- 4 fact sheet pictures: brine
shrimp, waterboatmen,
brine fly, sandpiper
- 1 bird ID chart

LUNCH

Glass, aluminum, and plastic recycling is required- we will provide buckets. Please bring a trash bag for non-recyclable lunch trash and dispose of in the parking lot dumpster.

CLEAN-UP PROCEDURES

Clean up occurs after the last rotation, during the closing activity.

1. ____ Wash indoor lab equipment in the sinks and air dry on the counters.
2. ____ Sponge off counters, tables, and seat.
3. ____ Sweep classrooms.
4. ____ Wipe off binoculars and all microscopes.
5. ____ Rinse outdoor equipment, including muddy nets and buckets with the hose down the steps
of the back deck, and to the right.
6. ____ Empty all remaining liquid from aluminum cans and glass bottles; rinse and crush cans.
7. ____ Count all equipment, referring to the equipment checkout list.

LOST EQUIPMENT POLICY

Teachers and group leaders are responsible for equipment that is lost or broken during the field trip. The class may decide what to do about the missing equipment. Suggest that the class raise money to pay for replacements and donate the money to the environmental education program. This solution provides for replacing lost equipment and helps teach children about responsibility.



FIELD TRIP SCHEDULE

ESTIMATED TIME SCHEDULE

Opening Activity (30 minutes)
(circle one:)

Wetland Round-Up Slide Show (2-6)

Salty and Cali Puppet Show (K-4)

ACTIVITY _____
LOCATION _____
LEADER _____



ACTIVITY _____
LOCATION _____
LEADER _____



ACTIVITY _____
LOCATION _____
LEADER _____



ACTIVITY _____
LOCATION _____
LEADER _____



ACTIVITY _____
LOCATION _____
LEADER _____



ACTIVITY _____
LOCATION _____
LEADER _____

ESTIMATED TIME SCHEDULE

_____ Depart from School
_____ Arrive at Refuge
_____ Opening Activity/
_____ Adult Briefing
_____ Learning Station #1
_____ Learning Station #2
_____ Learning Station #3
_____ Learning Station #4
_____ Learning Station #5
_____ Learning Station #6
_____ Learning Station #7
_____ Learning Station #8
_____ Closing Activity/
_____ Clean Up
_____ Depart from Refuge
_____ Arrive at School

Lunch

ACTIVITY _____
LOCATION _____
LEADER _____



ACTIVITY _____
LOCATION _____
LEADER _____



Closing Activity (circle one or more)

The Lorax (K-6)

Kids By the Bay (K-5)

Salty's Search for a Habitat (K-3)

Question & Answer (K-6)

Secrets of the Bay (4-6)

Before I'm Gone (K-6)

Habitat Flannel Banner (K-6)

Super Citizen (K-6)

MAKE SURE CHAPERONES HAVE THE NAMETAG THAT CORRESPONDS TO THE GROUP THEY ARE LEADING TO THE ACTIVITY STATIONS.